DOCUMENT RESUME

ED 321 903 PS 018 982

AUTHOR Johnston, Arlene M.
TITLE Improving the Active Participation of Third Grade Students' Parents in Their Child's Educational Process.
PUB DATE 90
NOTE 74p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Basic Skills; Check Lists; *Elementary School Students; Grade 3; *Homework; *Parent Education; *Parent Participation; Primary Education; Program Descriptions

ABSTRACT

An elementary school teacher designed and implemented a year-long practicum study on parent education which was intended to improve parent participation in their third-graders' school work and learning. A parent awareness component was added to Parent Teacher Organization programs. Guest speakers presented programs on topics that involved parents and ways parents could help their child. Teachers compiled parent information booklets and sent them home to parents. Children's work folders and letters to parents were also sent home regularly. In addition, the number of face-to-face and telephone conferences was increased. Practicum evaluation data suggested that the intervention was effective. Parents increased their involvement in their children's education. Appendices provide measures, the parent information booklet, and other related materials. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED321903

Improving the Active Participation of Third Grade Students' Parents in Their Child's Educational Process

by

Arlene M. Johnston
Cluster 27

PS 018932

A Practicum II Report Presented to the Ed. D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Arlene M. Johnston
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as directed.

JUL 19 1990

Verifier:

Barbara O. Harvey

Barbara Harvey
Principal
Title
PO Box 1222
Bradenton, Florida 34205
Address

June 15, 1990
Date

This practicum report was submitted by Arlene M. Johnston under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 8, 1990
Date of Final Approval of Report

Muriel L. Lundy
Muriel L. Lundy, Ed.D.
Advisor

TABLE OF CONTENTS

Page

TABLE OF CONTENTS.....iii

LIST OF TABLES..... v

Chapter

I INTRODUCTION..... 1

Description of Work Setting and Community..... 1
Writer's Work Setting and Role..... 1

II STUDY OF THE PROBLEM..... 5

Problem Description..... 5
Problem Documentation..... 5
Causative Analysis..... 14
Relationship of the Problem to the Literature..... 15

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS..... 20

IV SOLUTION STRATEGIES..... 23

Discussion and Evaluation of Solutions.... 23
Description of Selected Solution..... 24
Report of Action Taken..... 25

V RESULTS, CONCLUSIONS AND RECOMMENDATIONS.... 31

Results..... 31
Conclusions..... 44
Recommendations..... 45
Dissemination..... 45

REFERENCES..... 47

Appendices

A GRADE LEVEL PARENT INVOLVEMENT SURVEY.... 49

B CORRESPONDENCE..... 52

C PARENT INFORMATION BOOKLET..... 54

D PTO PROGRAM..... 66

E RESOURCE LIST..... 68

F AGENDAS AND ATTENDANCE RECORDS..... 71

LIST OF TABLES

Table		Page
1.	School Parent Survey Pretest.....	7
2.	Stanford Achievement Test.....	9
3.	Grade Level Parent Involvement Survey Pretest.....	11
4.	Faculty Survey Pretest.....	13
5.	Gallup Poll Parent Survey.....	17
6.	School Parent Survey Pretest and Post-test Comparisons.....	33
7.	School Parent Survey Pretest and Post-test Percentage Comparisons.....	37
8.	Stanford Achievement Test Comparisons.....	39
9.	Grade Level Parent Involvement Survey Pretest and Post-test Comparisons.....	41
10.	Faculty Survey Pretest and Post-test Comparisons.....	43

ABSTRACT

Improving the Active Participation of Third Grade Students' Parents in Their Child's Educational Process. Johnston, Arlene M., 1990: Practicum Report, Nova University Ed. D. Program in Early and Middle Childhood.
Descriptors: Family Involvement/Parent Participation/ Parent School Relationships/Parent Teacher Cooperation/ Parent Attitudes/Elementary Education/Primary Education.

The problem addressed in this practicum was to improve parent participation in the children's school work through parent education which would assist them to help their children at home with learning in general and school work in particular. Many parents were not helping their child with the learning process. They did not appear to be aware of the fact that they are very important teachers in their child's life.

A year long program of strategies to encourage parent involvement was implemented. A Parent Awareness Component was added to the Parent Teacher Organization Programs for the year. Guest speakers presented programs on topics that involved parents and ways they could help their child with the educational processes. Parent Information Booklets were compiled by the teachers and sent home to parents. These booklets contained information pertinent for parents. Parent letters and children work folders were sent home regularly. An increased number of conferences, both sit down conferences and telephone conferences, completed the list of strategies.

The results of the practicum were positive. Improvement was seen in all areas. A School Parent Survey and a Grade Level Parent Involvement Survey revealed improvement in parent participation in their child's educational process.

CHAPTER 1

INTRODUCTION

Description of Work Setting and Community

This practicum project took place in a public school located in a city that is rapidly growing. This city is located in the middle of the western part of Florida, on the Gulf of Mexico. The target school is one of 24 elementary schools in the county school system.

The community is a very desirable place to live because it has many aspects which appeal to its inhabitants. Small industries, as well as agriculture and service positions, are major income sources for people living in the community in which this school is located. It has experienced a 20% growth rate within the past five years with growth still continuing.

The current student growth rate is 4.5% per year for the county. Many families move here for the winter months with children attending school in the area for six months. They then move north for the remainder of the year, interrupting their child's education.

Writer's Work Setting and Role

The target school in which this practicum project was conducted is a co-educational public elementary

school, housing students in grades kindergarten through five. Growth and personal pride in the school are quite evident with the completion of the current construction of 20 additional classrooms, media center and administrative suite. The older section of the school has been renovated, also.

The staff consisted of a principal, assistant principal, a secretary, a clerk, a primary specialist for grades K-3, a guidance counselor, media specialist, art teacher, music teacher, physical education teacher, speech clinician, three Specific Learning Disabilities (SLD) teachers, two SLD Resource teachers, 32 classroom teachers and eight classroom aides.

The staff worked with approximately 750 students from all socio-economic levels. The ethnic makeup of students was 90% Caucasian and 10% Black. Forty percent of the total student enrollment came from single parent homes. Classes in grades K-4 were self-contained while grade 5 was ability or skill grouped, as well as departmentalized.

A well prepared, professional staff worked with the student body. Sixteen teachers had Bachelor Degrees, 19 had Master Degrees and two had Educational Specialist Degrees. All were certified by the state to

teach at their level and in their subject area. The faculty was very stable with most of the teachers having been at the school for 10 to 20 years.

Present responsibilities for this writer included teaching in a self-contained split second and third grade classroom with 17 students. All of the second grade students had been retained and were repeating second grade for a second year. The writer used the same procedures with the parents of these six students, but the study involved only the third grade students in her classroom along with the rest of the third grade population.

The writer was an adjunct professor for a university and taught two courses in reading to teachers working on either a Masters or Educational Specialist Degree in Reading. She held an Educational Specialist Degree in reading and had reading certification on her state teaching certificate.

This practicum participant has taught for 30 years and 22 of them have been in the elementary classroom. She has worked with numerous student teachers as a supervising teacher and with other university interns who were meeting different levels of observational requirements.

The writer serves on the county curriculum committee for language arts and for computer literacy. She has been trained and has worked for a private learning corporation.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem addressed in this practicum study was to improve parent participation in the children's school work through parent education which would assist them to help their children at home with learning in general and school work in particular. Many parents were not helping their child with the learning process. They did not appear to be aware of the fact that they are very important teachers in their child's life.

Problem Documentation

The teachers of third grade students, the principal, the assistant principal, the librarian, the music teacher, the art teacher, the physical education teacher, the primary specialist, and the guidance counselor had noted problems such as deficient skill areas which caused the students to have difficulty completing third grade tasks. Parents of third grade students were wishing to help their children but they did not know how to accomplish this task. This target school did not have a parent involvement program in place to meet the needs of the parents, the students, the teachers, and the school. A school survey

administered to the 41 faculty members found weaknesses in parent and community involvement areas. A school community survey conducted showed responses from parents mentioning weak areas in communication with the school.

A school parent survey to determine time spent at home on skill reinforcement was given to each second grade parent (see Appendix A). This parent survey designed to determine parent concerns showed the following areas. Although there were 18 items on the survey, only eight items were concerned with parent involvement. The results can be seen in Table 1. Each third grade child was given a survey to take home. Eighty three responses were returned.

Table 1

School Parent Survey

Pretest

83 Responses	Responses
4. The amount of information I receive from the teacher about my child is:	
a. about right.	11
b. too much.	10
c. not enough.	62
d. no comment.	0
5. My child's teacher is interested in his or her progress:	
a. always.	17
b. most of the time.	19
c. sometimes.	47
d. never.	0
6. My child's teacher is easy to talk to.	
a. always.	21
b. most of the time.	13
c. sometimes.	47
d. never.	2

7. My child's reading and math materials are:

a. on his level most of the time.	18
b. too hard.	9
c. too easy.	31
d. no comment.	25

8. I am informed of my child's academic progress:

a. often.	14
b. not often enough.	42
c. too often.	21
d. no comment.	6

9. My child's homework assignments are:

a. about the right length.	53
b. too long.	11
c. too short.	19
d. no comments.	0

10. I feel that the quality of education my child is receiving at this school is:

a. excellent.	62
b. good.	10
c. needs improvement.	11
d. no comment.	0

The Stanford Achievement Test which tested 103 students at the end of second grade showed the following problem areas as seen in Table 2.

Table 2

Stanford Achievement Test

Tested at end of Second Grade

Content Clusters	% Above	% Average	% Below
Word Study Skills			
Structural Analysis	0	91	9
Phonetic Consonants	0	93	7
Phonetic Vowels	0	78	22
Word Reading	0	84	16
Spelling			
Sight Words	0	85	15
Phonetic Principles	0	78	22
Structural Principles	0	74	26
Concept of Numbers			
Whole Numbers	0	77	23
Fractions	0	89	11

Last year's second grade teachers were interviewed. They stressed the following concerns. Four of five teachers interviewed felt that the parents of these children were really concerned about their child's scholastic achievement, but thought that they may not know how to help their child in this area. Three of five teachers interviewed felt that time was a real concern. Many children come from either single parent families or from families where both parents work outside the home. Time to work with their children is very limited. All five second grade teachers, when interviewed, thought that parents may not be aware of the fact that they are needed to help their children learn. They are not aware of the needed partnership between home and school.

The Grade Level Parent Involvement Survey requesting input of time spent on school work at home showed the following results as shown in Table 3.

Table 3

Grade Level Parent Involvement Survey

Pretest

80 Parents Responded	Responses: Yes	No
I as a parent or we, as parents:		
1. am/are able to help my/our child with school work at home.	30	50
2. would like to help my/our child with school work at home but I/we do not know exactly what to do.	61	19
3. feel that homework is very necessary.	75	5
4. help my/our child with homework.	58	22
5. would appreciate some suggestions on ways my/our child could be helped to improve in school.	72	8
6. feel that education is very important in the life of my/our child.	80	0
7. help my child with school work more than 30 minutes a day.	32	48
8. would like a list of skills to review with my/our child.	71	9

9. would like to help my/our child with school work at home but I/we do not have the time.	20	60

A faculty survey, the N.Y.S. (New York Schools) Effective Schools Consortium Survey of Professional Staff Perceptions of School Program, conducted to survey specific strengths and weaknesses pointed to problem areas in parent and community involvement. Permission to quote from this survey is found in Appendix B. Of the 41 faculty members surveyed, the following results can be seen in Table 4. Four items in this survey were considered for this study.

Table 4

Faculty Survey Pretest

41 Faculty Responses	Responses
88. Parent involvement procedures so that parents can be involved in school activities are clearly communicated and consistently used.	
Always	18
Usually	14
Sometimes	9
Rarely	0
Never	0
89. Faculty provides parents with information and techniques for helping their child learn (training sessions, handbooks, etc.)	
Always	12
Usually	14
Sometimes	12
Rarely	3
Never	0

94. Good cooperation with regard to homework monitoring is seen between teachers and parents.

Always	5
Usually	19
Sometimes	15
Rarely	2
Never	0

98. The school's instructional program is understood and promoted by most parents.

Always	14
Usually	16
Sometimes	9
Rarely	2
Never	0

Causative Analysis

There were many possible causes of the problem. Children were not encouraged to work on their skills at home. Parents were not aware of skills to be covered in third grade. Parents were not aware of how to help their child in weak areas. Parents were not aware that teachers wanted parents to be partners in the task of educating the child.

Television viewing at home may have been taking away the emphasis on perfecting skills. Parents may have felt that since they themselves have jobs, that they did not have the time nor the expertise to help their child scholastically.

Teachers may not have been making parents aware that the school needed parents to help in educating their individual child. The faculty may not have been educating the parents in ways to help.

Relationship of the Problem to the Literature

In order to help solve the problem to improve parent participation in the children's school work through parent education which will assist them to help their children at home with learning in general and school work in particular, the literature was reviewed to see what other experts in the field of education had discovered concerning this real problem.

It has become more and more difficult for teachers and parents to discuss problems together since so many children are living in homes where both parents work away from home, making it difficult to schedule a conference during the working day of the teacher, say Lewis and Morrow (1985). Only general suggestions can be made when a quick meeting happens at the grocery

store or at Parent Teacher Association (PTA) meetings.

McLaughlin and Shields (1987) say "rules or mandates alone cannot bring about the changes that are necessary to encourage parent involvement in the schools. We must motivate teachers and administrators to try new practices and strategies." (p. 156)

Walberg (1984) says that a partnership between parents and teachers can improve school achievement. He found that only 3% to 6% of a student's time not sleeping is spent in actively learning something in a classroom.

Gotts and Purnell (1985) feel that effective communication between home and school is a must. They feel that this can be done by means of handbooks, newsletters, open houses, and parent organizations. They further discuss the use of other printed materials such as pamphlets on educational testing and access to student records, bumper stickers encouraging parents to read to their children, and newspaper articles.

The child's first teachers are his/her parents states Meltzer (1985). The best school instruction can be lost in a subject such as reading without reading practice at home.

Chester Finn, Jr., Assistant Secretary, Office of Educational Research and Improvement, states in the

Forward in the book by Binkley (1988) that few responsibilities are more important or more rewarding for parents than helping their children learn.

Many parents feel that the school has not put forth enough effort to encourage them to become active in school concerns. Gallup and Elam (1988) asked parents how much effort the public schools made to encourage parent participation. The questions on their survey are not copyrighted. Educators are encouraged to use this research to improve conditions. Table 5 shows parent responses from this survey. (p. 42)

Table 5

Gallup Poll Parent Survey

Sample 2118	% Public School Parents
A great deal	25
A fair amount	49
Not very much	20
None at all	2
Don't know	4

It is necessary to have parents feel involved from the first day. A newsletter that establishes the

expectations for the year is an excellent way to make parents feel involved immediately state Gotts and Purnell (1985).

Gotts and Purnell (1985) state that when parents are involved student behavior improves and grades get better. They found that attendance and motivation increases. New respect for the school is gained from the community when parents become actively involved in their child's educational plan.

A child's positive achievement in academic areas is directly affected by the parent involvement in that child's educational plan state Lewis and Morrow (1985). Parent involvement is a must.

Since the Florida State Legislature passed the Primary Education Program (PREP), parent involvement has been mandated. Lewis and Morrow (1985) asks the question of how can teachers involve parents in the individual child's educational plan?

Nelson (1988) stresses the fact that so much pressure is placed on the school and family because of changing lifestyles. She asks how the school can get parents to volunteer to participate in the educational process as well as still have time for leisure and other commitments.

In summary, the literature points out the fact that parent involvement is a must. The fact that parent involvement has been mandated by the State of Florida does not make it happen. The school and the teachers, along with the parents themselves, must make a concerted effort to work together for the benefit of the child.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

It was the anticipated goal that the parents of third grade students would become actively involved in the learning and reinforcement of their child's basic skills. Skills of the third grade students would improve.

Specific objectives were to be met with the desired end result that there would be an observable improvement in the active participation of third grade students' parents in their child's educational process.

Objective One: There would be an observable increase of 64 parents, or 80%, who were actively involved in their child's learning basic skills as determined by pretest and post-test results of the School Parent Survey.

Objective Two: There would be an observable increase of 64 parents, or 80%, who would show a more positive reaction to working with their child at home as determined by pretest and post-test results of the Grade Level Parent Involvement Survey.

The teachers of third grade students would observe improvement in the help children had received. The teachers would be aware of parents requesting ways to further help their child.

Evaluation tools would begin with the Grade Level Parent Involvement Survey. This would show an increased number of parents participating in home reinforcement of basic skills as compared to the survey administered at the beginning of the practicum.

Responses on the Grade Level Parent Involvement Survey would show that parents have a more positive reaction to working with their child at home. This would be determined by a table using pretest and post-test evaluation numbers.

A comparison of the parent survey at the beginning of the practicum and at the end of implementation would show an increase in the number of parents who were actively involved in reteaching and reinforcing the basic skills of their third grade child.

A comparison of the pretest scores and the post-test scores on the Grade Level Parent Involvement Survey would show a more positive reaction to working with their child at home.

Careful observations were made throughout the practicum. Conferences were conducted and interviews held with parents. The parent information booklets were distributed and folders were sent home. Unexpected results were noted through the observations made, conferences and interviews, and packet and folder

distribution. If, at any time, it were necessary to make comments on the unexpected, these were noted in any of the mentioned places. Any unexpected results are a part of the final evaluation report.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solution

Possible solutions would be that Sattes (1989) states that research has shown that scholastic achievement is improved when parents participate in any way with the education of their child. Studies have shown improvement in achievement even when the parent had no specific training.

Fredericks (1983) reminds the reader that research has shown that parents are able to affect the learning of their child. They are shown to be a positive influence in the whole educational picture.

Henderson (1988) says, "parent involvement in almost any form appears to produce measurable gains in student achievement." (149)

Parents should be aware of the fact that they can help their child at home by using everyday, real-life happenings. Parents do not need to pattern themselves after the teacher nor do they need to have formal instruction time states Smith (1984).

If one wants to have effective communication between the home and school, one must use personal,

direct contact stated Cattermole and Robinson (1985). The teachers must be encouraged to increase the number of parent-teacher conferences.

Description of Selected Solution

Solutions that were included in this practicum project are as follows. First, a parent education program was be established through the Parent Teacher Organization (PTO).

A parent booklet of information concerning skills to be covered throughout third grade was created and distributed. Folders with student work was sent home.

The number of parent-teacher conferences was increased, both sit down conferences and those conducted in the evening, by phone.

A parent newsletter was drafted. This letter contained goals and objectives for the year as well as hints for improving the child's school work.

Steps of solution included discussing the solution strategy with principal and assistant principal and establishing a parent education program through the Parent Teacher Organization at the target school. It also included the creation and distribution of a parent packet of information concerning skills to be covered throughout the third grade, distribution of monthly

folders of classroom work, writing the parent newsletters, and scheduling parent conferences.

Report of Action Taken

Preliminary preparation included conferencing with the principal and assistant principal to discuss solution strategies. Meetings with the Parent Teacher Organization (PTO) Advisory Board and Program Chairperson were scheduled to discuss the Parent Awareness Component program content. Program speakers were scheduled for the PTO meetings. Program topics were presented to the speakers and the overall plan of parent awareness was explained.

Parent Information Booklets were compiled with information included concerning current exit level skills checksheets. A letter of introduction and explanation was also added. A second Parent Information Booklet followed, later in the year as a follow up activity. Parent Information Booklets can be seen in Appendix C.

Third grade teachers were conferenced with to explain and discuss the program of parent involvement. They were very interested in implementing such a program since they were greatly concerned about the progress of these students for the coming year. They

had discussed problem areas several times, trying to find a helpful solution to the problems of which they were already aware.

Each parent with a child in the third grade was contacted by means of a telephone call and a follow up newsletter, acquainting him or her of the aims and goals for the coming school year. Each teacher in the program was encouraged to make contact with every parent.

Soon after the beginning of school, the PTO sponsored an Open House for all parents of children in the school to come, visit the classrooms, and talk to the teachers. Each third grade teacher explained and distributed the Parent Information Booklets. They also distributed the student folders with samples of the classwork. Further explanation was given on how the folder would be used throughout the year for skill reinforcement and parent involvement. The materials were sent home the following day with the students whose parents were unable to attend. These parents received an additional phone call which included a welcome and an invitation to become more involved in their child's educational process.

Each month of implementation included sending student folders home to parents, writing and including

a newsletter in the student folders, and concentrating on conferencing with parents. Many parents were pleased to be contacted and commented on the fact that they liked this parent/teacher contact. They expressed pleasure that many of the conferences were positive in nature. They stressed the fact that usually a parent/teacher conference takes place only when something negative needed to be discussed.

Parent Teacher Organization (PTO) meetings were scheduled four times during the school year. These meetings were scheduled in the evening so that many of the working parents could attend. The program consisted of performances by children as well as a business meeting and a presentation on the topic of parent involvement.

The first topic for the parent involvement component was "The Effect of Parent Attitude on Student Achievement". A guest lecturer from the Parent Resource Center told parents that their personal attitude toward school had a great impact on their child's school performance. She stressed that children read body language, attitude implications, and pick up on conversations that denote possible negative feeling expressed by the parent concerning the school setting. She expressed a need for parents to display a positive

attitude toward the learning processes of their child. Suggestions were offered for presenting this positive image.

Third grade students presented the entertainment for the first PTO meeting so that 90% representation of parents of third grade students were in attendance at this first meeting. Many parents expressed pleasure at having been able to attend this meeting and receive such excellent help for their child. Informal conferencing with parents at that time found them to be very concerned about school progress and skill mastery. Many parents requested information on the following presentations and expressed an excitement to attend the meetings even though their child may not be presenting the program.

The second PTO presentation in the series of the Parent Involvement discussed "Homework Hassles". See PTO program in Appendix D. Again the speaker from the Parent Resource Center stressed the purpose of homework and how parents could help make homework a positive learning situation. The attendance of parents was greatly increased from previous meeting. Several parents expressed approval of the chosen topic. They stated that they really wanted to give assistance, but they really did not know how to do it. The PTO

president was congratulated on the addition of this particular component to the meetings.

Additional presentations established for the Parent Involvement Component included an introduction of the program called "Parent to Parent". This is a locally sponsored and presented community service workshop that presents knowledge and skills to parents so that they may help their child deal with or stay away from substance abuse.

The concluding program, presented by this writer, was called "Practical Hints on Parenting" and included information on groups who influence today's students and hints on working with those influences. Such groups included peer groups and media influence.

Although films and videotapes were suggested for the implementation of this PTO Parent Involvement Component, it was decided to use speakers for the presentations. The parents expressed a desire to have the option of interaction with the speaker each time. They felt that the use of a film or videotape was too impersonal when one is discussing a topic of this magnitude. It was also stressed that visuals are often difficult to see in the large group setting such as the auditorium where the presentations were being made. For that reason, the live presenter was used each time.

The videotapes and films were available for checkout if parents requested them (see Appendix E).

Speaking at faculty meetings and being involved in each of the Advisory Board meetings provided opportunities to discuss the Parent Involvement Component with interested and involved groups of people. This gave an opportunity to become actively involved in the concerns of both teachers and parents. Agendas and advisory board attendance forms can be seen in Appendix F.

Upon the completion of the practicum project, the culminating activities were put into place to determine possible projected improvement. Post-test evaluation instruments were administered. The Grade Level Parent Involvement Survey, the School Parent Survey, and the Teacher Survey instruments were distributed again for a post-implementation evaluation. Teachers of third grade students were conferenced with to determine the strengths and/or weaknesses of this program.

A meeting with the principal and assistant principal followed to discuss the findings and implications for the future.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The anticipated goal was that there would be an improvement in the active participation of third grade students' parents in their child's educational process. It had been been decided that the specific objectives would be met if there was an increase of parent participation and parent involvement in the educational process for the individual student in the third grade.

The results were positive and very rewarding. In each case the post-test score was an improvement over the pretest score evaluation before the implementation.

With concerted effort, the teachers worked very hard and diligently to involve the parents in the day to day activities of the children. Parents were encouraged to ask questions, express concerns, participate in activities, and talk about their children. Many opportunities were provided for the parents to become involved. Much encouragement was given.

Although this project centered around parents who had children in third grade, there was a definite carry over into other grade levels. The Advisory Board

became a very active proponent of furthering the Parent Involvement Component throughout the school. They did not want to limit this project to just parents of third grade students. They felt that it needed to cover all grade levels. With the help of the principal, a Parent Information Center was installed in a corner of the waiting area in the office. This center contained free information about parenting and parent involvement in the school. Parents were encouraged to read these materials as they waited for appointments, take copies of materials with them to read at their leisure, or discuss them with the appropriate professional at the school. A Parent Information Newsletter was added to the back of the school newspaper. This author worked on the newsletter content with parents.

Upon the completion of this practicum project, the School Parent Survey was again sent home with students to see if there had been any improvement in how parents felt about the school. It was interesting to note the same number of responses were returned for the post-test survey as were returned of the initial survey. Children were encouraged to remind their parents to return this survey. Parents felt the need to respond to this survey. Table 6 compares pretest and post-test implementation scores.

Table 6

School Parent Survey

Pretest and Post-test Comparisons

83 Responses	Pre	Post
4. The amount of information I receive from the teacher about my child is:		
a. about right.	11	73
b. too much.	10	0
c. not enough.	62	10
d. no comment.	0	0
5. My child's teacher is interested in his or her progress:		
a. always.	17	66
b. most of the time.	19	14
c. sometimes.	47	3
d. never.	0	0
6. My child's teacher is easy to talk to:		
a. always.	21	71
b. most of the time.	13	11
c. sometimes.	47	1
d. never.	2	0

7. My child's reading and math materials are:		
a. on his level most of the time.	18	75
b. too hard.	9	1
c. too easy.	31	4
d. no comment.	25	3
8. I am informed of my child's academic progress:		
a. often.	14	73
b. not often enough.	42	8
c. too often.	21	0
d. no comment.	6	1
9. My child's homework assignments are:		
a. about the right length.	53	60
b. too long.	11	2
c. too short.	19	6
d. no comments.	0	5

10. I feel that the quality of education my child is receiving at this school is:		
a. excellent.	62	58
b. good.	10	21
c. needs improvement.	11	4
d. no comment.	0	0

In every area there appeared to be an increase in positive responses from the parents. Additional comments were welcomed. "Constant encouragement for parents to be involved!" "Teachers always make time to talk to parents." "I now know ways I can help my kid with school stuff."

The first objective was met. There was to be an observable increase of 64 parents, or 80%, who were actively involved in their child's learning basic skills. The School Parent Survey showed six out of seven responses improved in understanding of the educational processes. In tabulating growth, only the first response was considered in each question. The "a" responses were averaged and the percent calculated first for the survey taken before implementation. Before implementation, there was a 34% positive

response. The same procedure was followed to calculate improvement at the end of implementation. The "a" responses were averaged and a percentage calculated. The 82% positive responses at the end of implementation showed an increase in number of parents who are actively involved in the learning process, working with school and teachers. There was a 48% increase from preimplementation responses (see Table 7).

Table 7

School Parent Survey

Pretest and Post-test Percentage Comparisons

83 Responses	Pre %	Post %
4. The amount of information I receive from the teacher about my child is:		
a. about right.	13	87
5. My child's teacher is interested in his or her progress:		
a. always.	20	80
6. My child's teacher is easy to talk to:		
a. always.	25	86
7. My child's reading and math materials are:		
a. on his level most of the time.	22	90
8. I am informed of my child's academic progress:		
a. often.	17	80

9. My child's homework assignments are:		
a. about the right length.	64	72
10. I feel that the quality of education my child is receiving at this school is:		
a. excellent.	75	70

Although the Stanford Achievement Test was not used as an instrument to determine success or growth as a result of the implementation of the project, it is interesting to note the improvement in performance from the previous year. When the children were tested in the second grade, there were no students ranking above average on nine content clusters chosen, at random, to cover the school curriculum. Follow up testing showed improvement in five of the nine areas. Forty-eight percent of the children are now above average in structural principles of spelling while 42 percent are above average in word reading. Please see Table 8 for the comparison of the seven other content clusters.

Table 8

Stanford Achievement Test Comparisons

Content Clusters	% Above		% Average		% Below	
	2nd	3rd	2nd	3rd	2nd	3rd
Word Study Skills						
Structural Analysis	0	0	91	79	9	21
Phonetic Consonants	0	35	93	46	7	19
Phonetic Vowels	0	29	78	59	22	12
Word Reading	0	42	84	48	16	10
Spelling						
Sight Words	0	0	85	78	15	22
Phonetic Principles	0	31	78	57	22	12
Structural Principles	0	48	74	43	26	9
Concept of Numbers						
Whole Numbers	0	0	77	87	23	13
Fractions	0	0	89	88	11	12

The Grade Level Parent Involvement Survey was administered at the completion of the project. The pretesting showed that 80 parents responded while 56 parents responded to the post project survey. Although the children were again encouraged to have their

parents respond to this survey, there was a noticeable decrease in the number of parents who gave their opinions. Many of the parents added that they felt that this Grade Level Parent Involvement Survey was unnecessary in light of the fact that they had already responded to the school survey. In order to determine success or failure of this objective, the actual number of responses were converted into percentage scores so that a comparison could be made.

Objective Two stated that there would be an observable increase of 64 parents, or 80%, who would show a more positive reaction to working with their child to help with the educational process.

This objective has been met. Ninety-one percent of the parents who responded to the survey felt that they were now able to help their child with school work at home. Before this project was implemented, 38% responded yes to this question. Other areas showed improvement in responses, also. The results of the parent survey are found on Table 9.

Table 9

Grade Level Parent Involvement Survey

Pretest and Post-test Comparisons

% of Parents Responded	Yes		No	
	Pre %	Post %	Pre %	Post %
I as a parent or we, as parents:				
1. am/are able to help my/our child with school work at home.	38	91	63	9
2. would like to help my/our child with school work at home but I/we do not know exactly what to do.	76	29	24	71
3. feel that homework is very necessary.	94	86	6	14
4. help my/our child with homework.	73	91	27	9
5. would appreciate some suggestions on ways my/our child could be helped to improve in school.	90	88	10	12
6. feel that education is very important in the life of my/our child.	100	100	0	0

7. help my child with school work more than 30 minutes a day.	40	21	60	79
8. would like a list of skills to review with my/our child.	89	91	11	9
9. would like to help my/our child with school work at home but I/we do not have the time.	25	16	75	86

The Faculty Survey showed an increase in perceptions as to how parent involvement is viewed by the faculty at the school (see Table 10).

Table 10

Faculty Survey

Pretest and Post-test Comparisons

41 Faculty Responses	Pre	Post
88. Parent involvement procedures so that parents can be involved in school activities are clearly communicated and consistently used.		
Always	18	16
Usually	14	23
Sometimes	9	2
Rarely	0	0
Never	0	0
89. Faculty provides parents with information and techniques for helping their child learn (training sessions, handbooks, etc.)		
Always	12	16
Usually	14	18
Sometimes	12	7
Rarely	3	0
Never	0	0

94. Good cooperation with regard to homework monitoring is seen between teachers and parents.

Always	5	9
Usually	19	21
Sometimes	15	9
Rarely	2	2
Never	0	0

98. The school's instructional program is understood and promoted by most parents.

Always	14	6
Usually	16	30
Sometimes	9	5
Rarely	2	0
Never	0	0

Conclusions

In this practicum study parents who were encouraged to participate in their child's educational process, did become active helpers with the learning process. By implementing a plan of parent encouragement and education, parents felt more qualified to become actively involved. The staff at the school felt that this project had helped them a great deal. They stated that it had been their wish to

have parents assist them with the child's learning processes. They knew how important it was to have parents become involved but they thought that it would just happen naturally. They said that they had never considered a preplanned set of strategies to bring this about.

Fredericks (1989) states that "parent involvement can be successful when teachers reach out with sincerity to engage every member of the family in the day-to-day dynamics of the classroom." (p.7) Success was achieved in this project. The teachers and staff did reach out. As a result, the children have acquired a better, more effective education.

Recommendations

Because the implementation was very successful and positive results were realized, this practicum writer will continue to use this plan the following year with the next group of third grade students and their parents. Research will be consistently read and evaluated to keep the project current.

Dissemination

The other teachers at the writer's school became very interested in the project and the end results. They could see a difference with parents at their

respective levels. They reported that their children's parents were discussing the PTO programs and the involvement of parents. They were asking, "How can we help?" The author will share concepts and practices with the other teachers at the school.

References

Binkley, M. R. (1988). Becoming a nation of readers: What parents can do. Indianapolis, IN: D. C. Heath & Co.

Cattermole, J. & Robinson, N. (1985). Effective home/school communication-From the parents' perspective. Phi Delta Kappan, 67, 48-50.

Fredericks, A. D. (1983). Turn of the parent power. The Florida Reading Quarterly, 20, 9-17.

Fredericks, A. D. (1989). Help parents get involved. Weekly Reader Bulletin Board, 1, 7.

Gallup, A. M. & Elam, S. M. (1988). The 20th annual gallup poll of the public attitudes toward public schools. Phi Delta Kappan, 70, 33-46.

Gotts, E. E. & Purnell, R. F. (1985). Improving home-school communications. Bloomington, IN: Phi Delta Kappan Educational Foundation.

Henderson, A. T. (1988). Parents are a school's best friends. Phi Delta Kappan, 70, 148-153.

Lewis, M. B. & Morrow, Y.B. (1985). Parent involvement-It works! The Florida Reading Quarterly, 21, 18-20.

McLaughlin, M. W. & Shields, P. M. (1987). Involving low-income parents in the schools: A role for policy? Phi Delta Kappan, 69, 156-160.

Meltzer, M. (1985). Partners in reading. Flushing, NY: JLN Educational Services Inc.

Nelson, P. A. (1988). How to make schools and parents partners. Kappa Delta Pi Record, 24, 88-90.

Sattes, B. (1989). Parent involvement in student learning. Virginia Journal of Education, 82, 12-16.

Smith, J. A. (1984). Suggestions for parents: Activities for preparing young children for reading. The Florida Reading Quarterly, 20, 3-5.

Walberg, H. J. (1984). Families as partners in educational productivity. Phi Delta Kappan, 65, 397-400.

APPENDIX A

PARENT SURVEY

Dear Parents,

Please take a few minutes to respond to this survey. There are no correct answers. Please answer y for yes or n for no and make additional comments if you wish. We wish to concentrate on instruction again for next year and your help is greatly appreciated. Have your child return this the next day to the classroom teacher.

Thank you for your cooperation.

Next year's teacher.

I as a parent or we as parents:

1.____ am/are able to help my/our child with school work at home.

2.____ would like to help my/our child with school work at home but I/we do not know exactly what to do.

3.____ feel that homework is very necessary.

4.____ help my/our child with homework.

5.____ would appreciate some suggestions on ways my/our child could be helped to improve in school.

6.____ feel that education is very important in the life of my/our child.

7.____ help my child with school work more that 30 minutes a day.

8.____ would like a list of skills to review with my/our child.

9.____ would like to help my/our child with school work at home but I/we do not have the time.

Additional Comments:

Board Of Cooperative Educational Services

THIRD SUPERVISORY DISTRICT OF SUFFOLK COUNTY

EDWARD J. MURPHY, ED. D., DISTRICT SUPERINTENDENT

Division of Planning & Program Development - Arthur D. Sullivan, Ed. D.
507 Deer Park Road
Dix Hills, New York 11746
Telephone: (516) 549-4900

October 19, 1989

Mrs. Arlene M. Johnston
329 22nd St. Ct. E.
Bradenton, FL 34208

Dear Mrs. Johnston:

It was a pleasure talking with you regarding the Effective School Movement in your doctoral work "Encouraging Parents to be Active Participants."

Please feel free to quote from and to reproduce questions 88, 89, 94 and 98. (The N.Y.S. Effective Schools Consortium Survey of Professional Staff Perceptions of School Program).

I hope that you find this survey useful. Should you have any further questions regarding this process or the use of the survey, please do not hesitate to call me at (516) 884-1000 Ext. 230.

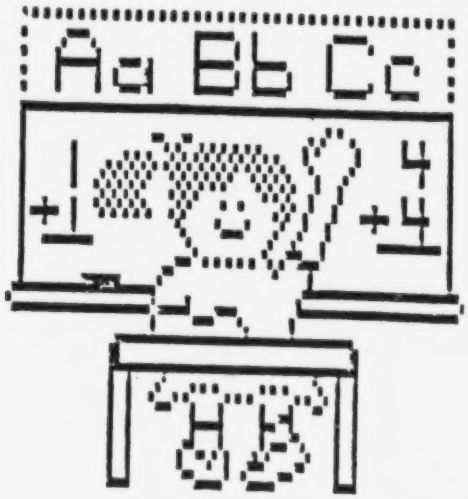
Sincerely yours,

Paul Salvione
Effective Schools Facilitator

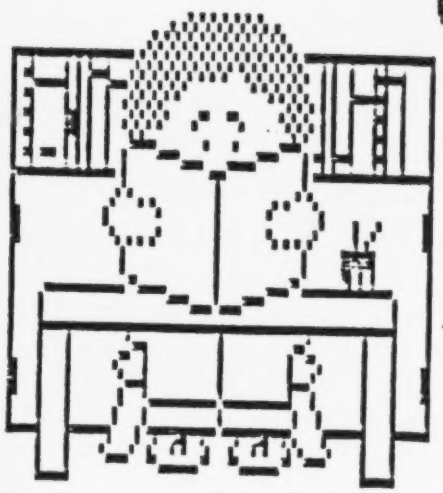
PS:mm

Appendix C

PARENT INFORMATION BOOKLETS



PARENT INFORMATION BOOKLET



GRADE 8

Parent Letter #1

September, 1989

Dear Parents of Third Grade Students,

In order to keep you better informed of the progress of your child, a collection of daily classwork and tests will be sent home periodically in a folder. The front of the folder has a spot for the current date plus areas for your signature and comments if you wish to make any. We are asking you to have your child return the folder to school the next day; also please return the spelling tablet if there is one in your packet. Please keep the papers, look over them and use them for reinforcement activities at home if your child is weak in any area.

Your folder also contains a copy of the Third Grade Exit Skill Cards in both Math and Language Arts. This should be used to acquaint you with the skills that must be mastered for promotion to Grade 4 next spring. We work within this skill framework throughout the year. Keep it for further reference.

Homework is assigned weekly. If your child does not finish the daily classwork, it maybe taken home to complete and returned the next day. Homework is a responsibility and a commitment of the parent and child.

Spelling words are introduced on Monday of each week and are tested each Friday. Ask your child for the words every Monday for study and review through the week.

Third grade students need notebook paper, pencils, crayons, and textbooks everyday. They do not need to bring paste, scissors or toys with them to school.

Conferences can be scheduled from 8:00-8:30 Monday, Thursday and Friday and 3:00-3:30 Monday, Tuesday, Wednesday, and Thursday afternoons. These can be scheduled directly with the classroom teacher or through the office.

Your child will be involved in the Florida State Assessment testing in October. There will be a lot of skill review taking place. We encourage you to review these materials at home.

Lunch for third grade students comes very late. Please help your child do his/her best each day by making sure he/she has eaten breakfast. Breakfast will help supply the needed energy to help your child concentrate on his/her work. Your child may bring a snack each day. This must be a nutritious snack (fruit, vegetable, milk, cheese, yogurt, peanut butter, pizza are a few suggestions).

Third grade classrooms are self-contained and your child will deal with one teacher for the academic subjects. Feel free to contact that teacher if a question arises. Your child is our major concern.

We are looking for a productive and happy year for your child in third grade. Again look for the folder and help your child return it to the school.

Please sign and tear off the bottom section of this letter. Return the signed section in your child's folder. We are asking that you keep the top section for further reference throughout the coming year.

Thank you for your cooperation.

Sincerely,

Third Grade Teachers
Mrs.
Mrs.
Miss
Mrs.
Mrs.

Date_____

I have received and read the Third Grade Parent Letter #1.

Signed_____

PUPIL _____

SCHOOL BOARD OF COUNTY
GRADE TWO, GRADE THREE
READING/LANGUAGE ARTS STUDENT CHECK SHEET

• - Exit Skill
/ - Introduced
\ - Tested; Not Mastered
X - Tested; Mastered

R - Regular School
S - Summer School
A - Additional Year/Time

STATE STANDARDS AND SKILLS	GRADE TWO	R	S	A	COUNTY OBJECTIVES	GRADE THREE	R	S	A
SA (R A 1)	1 •				Sight Vocabulary	1 •			
	2 •				Blends - Two Letters	2 •			
		....	....	....	Blends - Three Letters	3 •			
	3 •				Vowels - Long	4 •			
	4 •				Vowels - Short	5 •			
	5				Vowels - R-controlled	6 •			
	6 •				Vowels - Au, Aw, All		....	....	....
		....	....	....	Vowels - Diphthongs	7 •			
	7 •				Suffix - No Change in Base	8 •			
		....	....	....	Suffix - Double Final Consonant	9 •			
		....	....	....	Suffix - Change y to i	10 •			
		....	....	....	Suffix - Change f to v	11 •			
		....	....	....	Suffix - Drop Final e	12 •			
		....	....	....	Suffix - Meaning	13 •			
		....	....	....	Prefix - Meaning	14 •			
SA (R D 7)	8 •				Compound Words - Meaning	15 •			
		....	....	....	Contractions - Recognize	16 •			
SA (R D 9)	9 •				Contractions - Meaning	17 •			
		....	....	....	Possessives	18 •			
		....	....	....	Plurals - Write	19 •			
SA (R D 3)	10 •				Plurals - Meaning	20 •			
SA (W-II 62)	11 •				Punctuation - Period, Question Mark	21 •			
		....	....	....	Comma - Date	22 •			
		....	....	....	Comma - City and State	23 •			
SA (W-I 70)	12 •				Capitalize - First Word, I, Own Name	24 •			
		....	....	....	Capitalize - City and State	25 •			
		....	....	....	Capitalize - Others	26 •			
		....	....	....	Subject	27 •			
		....	....	....	Verb	28 •			
	13				Subject - Verb Agreement	29 •			
	14				Multiple Meaning Words	30 •			
	15 •				Antonyms	31 •			
	16 •				Synonyms	32 •			
	17 •				Homonyms	33 •			
SA (R A 2)	18 •				Words in Context	34 •			
	19 •				Context Clues		....	....	....

STATE STANDARDS AND SKILLS		GRADE TWO	R	S	A	COUNTY OBJECTIVES	GRADE TH	R		
			....	....	....	Abbreviations	35 *			
SA (R-C 11)		20 *				Negative Words	36 *			
SA (R-C 12)		21 *				Main Idea - Stated	37 *			
			....	....	....	Main Idea - Inferred	38 *			
SA (R-C 13)		22 *				Locating Specific Information	39 *			
		23 *				Cause and Effect	40 *			
		24 *				Story Outcome	41 *			
SA (R-E 22)		25 *				Real and Unreal	42 *			
			....	....	....	Irrelevant Sentences	43 *			
			....	....	....	Directions - Oral	44 *			
SA (R-C 16)		26 *				Directions - Written	45 *			
SA	(W-G 50)	27 *				Alphabet in Sequence	46 *			
			....	....	....	Alphabetical Order	47 *			
		28 *				Alphabetize First Letter	48 *			
			....	....	....	Alphabetize Second Letter	49 *			
		29 *				Table of Contents	50 *			
			....	....	....	Dictionary	51 *			
SA	(W-B 13)	30 *				Classification - Pictorial	52 *			
			....	....	....	Classification - Written	53 *			
SA	(W-B 14)	31 *				Sequence - Pictorial	54 *			
SA	(W-A 1) (W-C 21)	32* 33*				Sequence - Original Sentences	55 *			
			....	....	....	Sequence - Paragraph	56 *			
SA	(W-D 27)	34 *				Notice - Copy	57 *			
SA	(W-E 34)	35 *				Friendly Letter - Dictate	58 *			
SA	(W-E 35)	36 *				Friendly Letter - Copy	59 *			
SA	(W-F 42)	37 *				Forms	60 *			
SA	(W-G 49)	38 *				Spelling - Own Name	61 *			
SA	(W-G 48)	39 *				Spelling - Basic Words	62 *			
SA	(W-J 79)	40 *				Handwriting - Numerals	63 *			
SA	(W-J 76-78)	41 *				Handwriting - Manuscript	64 *			
			....	....	....	Handwriting - Cursive	65 *			
		42 *				Oral Reading	66 *			
						NUMBER OF EXIT SKILLS PASSED				

GRADE TWO

Must Achieve 31 of 39 Exit Skills.

Grade Two Teacher _____

School _____ Year 19____ - 19____

Grade Two Teacher _____

School _____ Year 19____ - 19____

Summer School Teacher _____

Summer School _____ Year 19____ - 19____

Summer School Teacher _____

Summer School _____ Year 19____ - 19____

GRADE THREE

Must Achieve 53 of 66 Exit Skills. ALL SA skills included in the 53.

Grade Three Teacher _____

School _____ Year 19____ - 19____

Grade Three Teacher _____

School _____ Year 19____ - 19____

Summer School Teacher _____

Summer School _____ Year 19____ - 19____

Summer School Teacher _____

Summer School _____ Year 19____ - 19____

Revised August 1986

Pupil_____

☑ - Tested; not mastered
☒ - Tested; mastered

R = Regular School
S = Summer School
A = Additional Year/Time

60

COUNTY

GRADE THREE MATHEMATICS STUDENT CHECK SHEET

	STATE ASSESSMENT SKILLS		R	S	A
1	A-1	Count Sets < 100			
2	A-2	Read and Write < 100			
3	A-3	Write Word Names < 10			
4	C-18	Larger/Smaller < 20			
5	C-19	Before/After/Between < 100			
6	C-20	Ordinal Numbers < 11			
7	O-25	Identify: 1/2, 1/3, 1/4			
8	E-35	+ Facts 5 mins. 80%			
9	E-36	+ 3, 1-digit....sums of 18			
10	E-37	+ 2, 2-digit numbers without regrouping			
11	E-38	+ 1-digit, 2-digit without regrouping			
12	F-44	- Facts 6 mins. 80%			
13	F-45	- 1 digit from 2 digits, without regrouping			
14	F-46	-2 2-digit numbers without regrouping			
15	G-52	Total Objects in Equal Sets < 13			
16	H-57	Set Division to 12, no remainder			
17	M-82	Days of the Week			
18	M-83	Time (hr. 1/2 hr.)			
19	M-84	Length (in., cm, non-standard)			
20	M-98	Circle, Rectangle, Square, Triangle			
21	Q-108	+ Story Problems, 2 1-digit or 2 2-digit without regrouping			
22	Q-109	- Story Problems, 2 1-digit or 2 2-digit without regrouping			
23	S-122	Value of Coins < 26¢			
24	S-123	+ Story Problems, 2 Purchases < 51¢ without regrouping			
25	S-124	- Story Problems, 2 Purchases < 51¢ without regrouping			

	EXIT SKILLS		R	S	A
1	A-4	Count Objects in Sets < 1000			
2	A-5	Read/Write Numerals < 1000			
3	A-6	Read/Write Word Names, 11-20			
4	A-7	Read/Write Money Values < $1.00			
5	B-13	Round to Nearest 10			
6	C-21	Order 3 Whole Numerals < 1000			
7	C-22	Ordinals 11-20			
8	O-26	Identify Equivalents: 1/2, 1/3, 1/4			
9	O-27	Identify: 1/2, 1/3, 1/4, of a set <), no remainder			
10	E-39	+ 3 or 4, 2-digit numbers, without regrouping			
11	E-40	+ 1-or 2-digit to 3-digit number without regrouping			
12	E-41	+ 2-digit to 2-digits, 1 regrouping			
13	E-42	+ 1-or 2-digit numbers to 3-digit numbers, regrouping			
14	F-47	- 2-digits from 2-digits, 1 regrouping			
15	F-48	- 2 3-digit numbers, without regrouping			
16	G-53	x Basic Facts, Products to 50			
17	H-58	÷ Basic Facts, Dividend to 50, no remainder			
18	M-85	Months of the Year			
19	M-86	Calendar			
20	M-87	Time			
21	M-88	Length, Width (cm, in.)			
22	Q-110	+ Story Problems, 2 1-digit or 2 2-digit with regrouping			
23	Q-111	- Story Problems, 2 1-digit or 2 2-digit with regrouping			
24	S-125	Equivalent Values < $1.00			
25	S-126	Change from $1.00, 1 purchase			
26	U-145	Picto - or Bar Graph			

Must Achieve 25/25 SA Skills —/25

Must Achieve 21/26 Exit Skills —/26

SA Skills may be marked mastered (X) if passed on State Instrument

Grade Three Teacher _____ Year 19__ - 19__ School _____

Grade Three Teacher _____ Year 19__ - 19__ School _____

Grade Three Teacher _____ Year

PARENT

INFORMATION

BOOKLET

Parent Letter

Dear Parents of Third Grade Students,

In February, the third graders studied early American history. A presentation was given by Kathy from the Historical Society about the early settlers in .. County. A trip to the Historical Park on March 2 and 5 culminated our studies.

Each class learned about our forty one presidents and celebrated Black History Month. Mrs. spoke to the third graders about famous Black inventors.

Prehistoric and contemporary animals is the topic for March and part of April. The children have been making, viewing and reading about all types of animals. Reports and various other activities are planned.

Multiplication facts and division are being studied in math. Committing the multiplication facts to memory is vital to the mastery of division. Please have your child review these facts. Purchasing flash cards would be helpful in doing this. Also, counting money, telling time, and subtraction facts should be continually reviewed.

In the latter part of April a Nutrition and Drug unit will be introduced. Proper nutrition is an important factor in determining how well our children learn in school. Sugar has been proven to cause hyperactivity. Please try to avoid sugar in your child's lunches and breakfasts. Celery, carrots and fruit are much more healthy then cookies and chips.

The Stanford Achievement Test will be given on April 16-20. We are encouraging the children to get plenty of rest and eat a healthy breakfast during the week of testing.

A field trip is planned for April 24 and 25 to the Water Treatment Plant in County. This is a very informative trip.

We would encourage you to look again at your copies of the Reading/Language Arts and Math Student Check Sheets for grade three. We will be using this as a guide in determining movement to the next grade level.

We are including some copies of several articles which may answer some of the questions we have been receiving concerning homework, study procedures, and behavior patterns. We hope you will be able to use some of the information.

We would like to thank you for your help, interest, support, and cooperation. Remember that conference time is always available and can be scheduled through the main school office.

It is certainly a pleasure working with you and your child. Don't hesitate to contact us at your convenience if there is a problem or a concern.

Thank you again.

Sincerely,

Third Grade Teachers

The Bradenton Herald, Wednesday, January 10, 1990

Learning tips

Education Secretary Lauro Cavazos offered these suggestions to parents who want to improve their children's performance in school:

- Provide a place in the home to read and write, away from television and other distractions.
- Provide reading materials in the home — books, magazines, at the very least a good dictionary and an atlas.
- Monitor homework, not just to be assured that it is done, but to know that it reflects understanding.

Education Department officials said the tests are the primary source of data on the academic performance of American students.

Among the other findings:

- The more students watched television, the less proficient they were in reading.
- Girls continued to do better than boys at reading and writing.
- Only a fifth of 17-year-olds reported daily reading of newspapers, books or magazines.
- Students did better in reading if they had access to newspapers, magazines, books and encyclopedias at home.

SUNDAY, DECEMBER 24, 1989

Students Need Help With Study Habits

With a new school semester about to begin, now is a good to time to encourage your child to develop better work and study habits and to take on new responsibilities.

You might work as a family to develop some or revise school-year guidelines. For example, a morning routine might need to be established. Work backward from the time the children need to leave for school and make a list all of the things that must be done. Estimate the number of minutes this will take.

Be realistic. If you have a child who is a daydreamer, know that this won't change overnight. Allow time to look for a book or assignment at the last minute or for getting dressed.

Help avoid needless delays by compensating for the weak spots. See that he or she gets clothes out the night before. Check for books and assignments at the same time.

Adding up all the minutes of morning activity can give a more accurate picture of wake-up time than setting it arbitrarily, such as 7 a.m.

Another routine that is important is the homework. Decide with your child when it will be done each day. Children usually do best starting well before they are tired, but after a snack and a short "breather."

Provide a desk or study area in a quiet, well-lighted place and stock it with paper, pencils and pens.

Think about other resources children will need. A dictionary, an encyclopedia and an atlas are handy. People are resources, too. Friends, parents, neighbors, aunts, uncles and others can be used. If both parents work and your child has a hard time sticking to homework, set study time after parents come home to lend support.

Establish homework standards. How neat and how complete are two that should be agreed upon.

One of the deterrents to homework is TV watching.

– *Brenda G. extension agent – home economics*

P.T.O. MEETING

February 15, 1990

Meditation.....

Pledge of Allegiance.....

School Update.....Mrs.

P.T.O. Concerns.....Mrs.

Homework Hassles.....Crystal

2nd Grade Presents "Love In Any Language"

Introduction.....Sharon .....Mrs.

Pledge

My Country Tis of Thee

Valentine Fun.....Choral Speaking

Skinn-a-ma-rink

"Valentine Rounds"

Valentine Poem

Somebody Loves Me

Greetings From Around the World

1. America 2. France 3. Spain 4. Italy 5. India 6. Japan 7. Denmark

It's A Small World

Love In Any Language

SPECIAL THANKS TO MRS.
AND MRS.

APPENDIX E

RESOURCE LIST

Making Learning More Meaningful

12 minute, black and white film, McGraw

This film discusses the need of learning experiences related to everyday living. The scene is a typical third grade classroom.

Movies of the Mind, #2, Parents as Partners

One of nine videotapes available from EduServ Inc., Vancouver, BC, Canada.

This videotape offers a discussion format to give tips on parenting. This is an excellent videotape on parenting skills.

Parenting Preschoolers, with Anna Ramey

58 minute videotape, Family Experiences Productions, Austin, Texas.

This videotape is excellent for parenting skills and deals with many items that are current problems for third grade children as well as for preschoolers.

Parents and Teachers Together

2 filmstrips, 1 tape, color, National Education Association (NEA)

ELEMENTARY SCHOOL

"We Care"

Mrs. Barbara A. , Ed.S., Principal

Mr. Charlie V. Assistant Principal

FACULTY MEETING AGENDA

MAY 16,1990

Meditation

Arlene Johnston

Coach - Walk-A-Thon

5-22 - Prizes

5-23 - Hamburgers, Cokes

5-24 - Pigout
T-shirts?

Computer Technology

Mailboxes

ELEMENTARY SCHOOL ADVISORY BOARD MEETING

March 15, 1990

Please sign your name below:

ATTENDANCE:

Please return to Susan

Barbara
C.V.
Linda
Mary Lou
Kay
Priscilla
Rhonda
Donna
Arlene
Chris
Kris
Betty
Marion
Mae
Mary